DOCUMENT RESUME

ED 415 240 TM 027 884

AUTHOR	Tymms, Peter; Williams, Dyfrig
TITLE	Baseline Assessment and Value-Added. A Report to the School Curriculum and Assessment Authority.
INSTITUTION	Durham Univ. (England). Curriculum, Evaluation, and Management Centre.
SPONS AGENCY	School Curriculum and Assessment Authority, Hayes (England).
REPORT NO	COM/96/578
ISBN	ISBN-1-85838-170-3
PUB DATE	1996-09-00
NOTE	71p.
AVAILABLE FROM	SCAA Publications, P.O. Box 235, Hayes, Middlesex UB3 1 HF, England (4 pounds); phone: 0181-561-4499.
PUB TYPE	Books (010) -- Numerical/Quantitative Data (110) -- Reports - Evaluative (142)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; *Educational Assessment; Educational Experience; Elementary Education; Elementary School Curriculum; Evaluation Methods; Evaluation Utilization; *Feedback; Foreign Countries; *School Districts; School Readiness; Standardized Tests; Tables (Data); *Test Use
IDENTIFIERS	*Baseline Data; England; Local Education Authorities (United Kingdom); *Value Added

ABSTRACT

This report looks at the extent to which it was possible, using data from 1994 and 1995, to provide value-added scores for schools in three Local Education Authorities (LEAs) in England. The number of terms students spend in school and their academic progress are reviewed, and the responses of the LEAs to the summary of issues related to value-added are reported. Data come from three LEAs: Avon, Bexley, and Wandsworth. Avon used areas of experience in assessing children on entry, while Beckley used the British Picture-Vocabulary Scale, and Wandsworth, the Linguistic Awareness and Reading Readiness assessment with checklists in English, mathematics, and science. Each of the different baseline measures was matched to Key Stage 1 (KS1) results. For each LEA, the baseline and other data were used as "controls" in multilevel models in which the outcome measures were the KS1 assessments. The information they collected at the time of the entry assessment often made statistically significant contributions to the multilevel models, but they added nothing to the calculation of the value-added measures for the schools once the baseline scores had been taken into account. Data from this study suggest that it would be inappropriate to introduce a national baseline assessment for use in a value-added scheme at this time. Other data from the report suggest that an early start in school advances the educational attainment of students. Twenty-five percent of LEAs sent in written response to the summary of findings from the survey on baseline assessment, and these responses made it clear that there is considerable commitment to high quality baseline assessment by local authorities. Appendixes present KS1 data and a summary of findings from the survey on baseline assessment. (Contains 37 tables, 12 diagrams, and 10 figures.) (SLD)